

Consequences and Support for Title I High Priority Schools

Title I High Priority Schools receive Title I, Part A funds and have not made Adequate Yearly Progress (AYP) for two or more consecutive years and are therefore in a phase of school improvement.

Title I High Priority Schools receive all of the support that Non-Title I High Priority schools receive, but have additional consequences and support.

*Schools in Phase 1 have not made Adequate Yearly Progress (AYP) for two consecutive years. Schools in Phase 2 have not made AYP for three consecutive years, etc. Title I High Priority Schools must notify parents of their phase of improvement.

Phase*	Consequences for Title I High Priority Schools	Support for Title I High Priority Schools (Michigan's Statewide System of Support)
1	<ul style="list-style-type: none"> • Notify parents of School's AYP status • Offer School Choice and Transportation • Write and implement a new School Improvement Plan • 10% of Title I funds must be used for targeted professional development 	<ul style="list-style-type: none"> • Process Mentors visits 4 times/year • School Improvement Framework • Comprehensive Needs Analysis • Aligned curriculum and supports for the curriculum • School Improvement Plan template
2	<ul style="list-style-type: none"> • Notify parents of School's AYP status • Offer School Choice and Transportation • Offer Supplemental Educational Services • Implement 2nd year of School Improvement Plan • 10% of Title I funds must be used for targeted professional development 	<ul style="list-style-type: none"> • Process Mentors visits 4 times/year • School receives targeted audit if the only reason they did not make AYP was for Special Education or Limited English Proficiency (LEP) subgroups • School Improvement Framework • Comprehensive Needs Analysis • Aligned curriculum and supports for the curriculum • School Improvement Plan template
3	<ul style="list-style-type: none"> • Notify parents of School's AYP status • Offer School Choice and Transportation • Offer Supplemental Educational Services • Write and implement Corrective Action Plan 	<ul style="list-style-type: none"> • Process Mentors visits 4 times/year • School receives Comprehensive Audit • School receives additional funds to support building level initiatives that support their plan • Principal receives Leadership Coach for 100 days • Principal attends Principal Fellowship • School Improvement Framework • Comprehensive Needs Analysis • Aligned curriculum and supports for the curriculum • School Improvement Plan template

Phase*	Consequences for Title I Schools not making AYP	Support for Title I High Priority Schools (Michigan's Statewide System of Support)
4	<ul style="list-style-type: none"> • Notify parents of School's AYP status • Offer School Choice and Transportation • Offer Supplemental Educational Services • Plan for Restructuring 	<ul style="list-style-type: none"> • Process Mentors visits 8 times/year • School receives Comprehensive Audit • School receives additional funds to support building level initiatives that support their plan • Principal receives Leadership Coach for 100 days • Principal attends Principal Fellowship • School Improvement Framework • Comprehensive Needs Analysis • Aligned curriculum and supports for the curriculum • School Improvement Plan template
5 and higher	<ul style="list-style-type: none"> • Notify parents of School's AYP status • Offer School Choice and Transportation • Offer Supplemental Educational Services • Implement Restructuring Plan 	<ul style="list-style-type: none"> • Process Mentors visits 4 times/year • School receives Comprehensive Audit • School receives additional funds to support building level initiatives that support their plan • Principal receives Leadership Coach for 100 days • Principal attends Principal Fellowship • School Improvement Framework • Comprehensive Needs Analysis • Aligned curriculum and supports for the curriculum • School Improvement Plan template

Auditors: Auditors are trained educators (often retired principals and superintendents) who collect data on a building. They visit teachers, the school improvement team, and the principal. Data is collected in relation to the research-based school improvement framework to examine the school at that moment to view the school beyond MEAP scores.

Comprehensive Audit: A comprehensive audit will look at the entire school to collect data with respect to the research-based Michigan School Improvement Framework.

Leadership Coach: A leadership coach helps the principal strengthen skills and broaden leadership tools.

Principal Fellowship: Hosted and developed at Michigan State University, principals attended a two week residential fellowship focusing on instructional leadership skills. Content is focused on strengthening instructional leadership.

Process Mentors: A team of three people; one representing the district in which the school resides, one representing the ISD, and a third representing the MDE trained to assist the school with school improvement planning and implementation, systemic or institutional barriers, and acceptable uses of federal funds.